

# In-depth Occupational Research Project

## Theme and Level

**Theme:** Research Options

**Level:** Next Steps

## At a Glance

Students conduct informational interviews to learn about occupations first-hand.

**Time:** 75 minutes, across two days.

## Essential Questions

- What can the workplaces teach me about the occupations I am considering?

## Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Find a person with a unique career who is willing to visit your classroom and allow you to interview him or her in a demonstration informational interview.
- Make copies of the *In-depth Occupational Research Project Worksheet*, one per student.

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to provide more information about occupations of interest by interviewing individuals working in these occupations.
2. Introduce sample interviewee to the class.
3. Conduct sample informational interview.
4. Allow students to ask the presenter questions.
5. Allow 25 minutes for this activity.
6. Show PPT Slide 2. Tell students that informational interviewing is an important and useful adjunct to the formal career information they have used to date. It provides that "real life" perspective on the occupation that is hard to get out of the occupation setting, and sometimes the interviewee shares unique qualities of the occupation that CIS and other sources may not address.
7. Show PPT Slide 3. Distribute the *In-depth Occupational Research Project Worksheet* and review the instructions.
8. Tell students that this activity will help them learn some unique information about the occupations they are presently considering.
9. Assign the worksheet completion as a homework assignment. Tell students that they are to meet face-to-face with the individual they select if possible and students should consult with you if this seems impossible to achieve. (Make alternative arrangements for occupations that do not exist in your community.)
10. Show PPT Slide 4. Demonstrate where the informational interview questions are in CIS.
11. Assign students to use CIS now to select their six questions and write these on the table on their worksheets where indicated.
12. Provide 10 minutes for this activity.
13. Show PPT Slide 5. Ask students to break into triads and share their six questions and discuss any questions they may have about the interviews.
14. Ask students to report their ideas and questions to the full class. Discuss these.
15. Show PPT Slide 6. On a subsequent day, after students conduct their interviews, lead a class discussion about these interviews. Be sure to discuss:
  - How were the occupations different from you expected?
  - What was the biggest surprise in the work setting?
  - How did this influence your consideration of this occupation?
16. Show PPT Slide 7. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.

## Variations and Accommodations

- Pair students needing special assistance with a helpful class member for this activity.
- Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
- Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the occupation.
- Class could select six professional to come to class for informational interviews, from among occupations of common interest to students in the class.

## Assessment

Use the *In-depth Occupational Research Project Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Research Options section of Career Plan. The following boxes need to be completed:

***What occupations interest you now?***

***What are the preparation requirements for occupations that interest you now?***

## Materials

Computer lab with overhead projector and CIS access

[In-depth Occupational Research Project \(PPTX\)](#)

[In-depth Occupational Research Project Scoring Guide \(PDF\)](#)

[In-depth Occupational Research Project Scoring Guide \(DOCX\)](#)

[In-depth Occupational Research Project \(PDF\)](#)

[In-depth Occupational Research Project \(DOCX\)](#)

## Goals and Standards

### ***Common Core State Standards***

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### ***National Career Development Guidelines***

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### ***American School Counselor Association***

- Personal-Social Development, Academic Development, Career Development

***Bloom's Taxonomy:*** Understanding, Analyzing, Applying

### ***American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success***

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment